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Journal of EDUCATION

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A. E. WINSHIP and A. W. BELDING, EDITORS

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EDITORIALS

Opposition Will Always Vote

IN AN ENTERPRISING progressive city with 58,000 enrolled voters, on an issue involving an appropriation of $4,300,000, with issues of greater moment to the city than any other issue that has come before the people, it required a two-thirds vote to carry the great proposition. There was a good campaign for the proposition. The press was championing it, and the various social and civic clubs were favorable. There was no sign of danger anywhere on the horizon. It was known, of course, that there was opposition by a class of people whose life is in "opposition."

When the votes were counted only 14,000 of the 58,000, or one-fourth, had voted, and of these 14,000 about 5,022 voted against the measure—just enough to defeat the two-thirds majority. This means that about one in twelve votes could do irreparable damage to a city. It was clearly a case of over-confidence. The opposition probably all voted, while 44,000 voters assumed that there was no doubt about enough other people's voting to save the city from a calamity.

The people need to be educated in the necessity of voting. The opposition to progress always votes.

California school people enjoy the luxury of having an administration that is in hearty accord with more than two-thirds of the House and Senate.

Educational Tragedies

THERE is no question but that pensions for teachers who retire without an adequate private income are wise and just.

An established age for voluntary and ultimately for involuntary retirement is unquestionably for the good of the service, and ultimately adjustments will come naturally and satisfactorily, but at present the air is full of tragedies, not always of the individual but often of the community.

Charles H. Bates of Middleboro, Massachu-

setts, is forced to retire because he is seventy years of age. He was never in better physical condition, and the School Board and the citizens are very desirous that he remain one year more because they have an important building program to complete, and by vote of the town the Legislature was appealed to to extend his term one year, but without avail. It is really a tragedy for Middleboro.

National Education Association, Seattle, Washington, July 3-8.

Newlon to Columbia

DR. JESSE H. NEWLON is to be the director of the Lincoln School, Columbia University, and Dr. Otis W. Caldwell, who has been the director of the Lincoln School, and also director of the Lincoln Institute of School Experimentation, will devote his entire time to the Division of School Experimentation.

The Lincoln School is one of the conspicuous creations of Teachers College. Dr. Jesse H. Newlon, as superintendent of Denver, has given that city an educational personality never surpassed by any American city.

The Lincoln School is to be greatly extended in its scope and Dr. Newlon's demonstration of exceptional ability in making a public school system function in the life of a quarter of a million people is one of the noblest combinations of opportunity and responsibility in the history of American education.

The expansion of Lincoln School is made possible by the raising of $400,000, the gift of 364 of the patrons of the school, and also by the gift of a million dollars by the General Education Board to Teachers College toward the endowment of the Lincoln School.

The $400,000 raised by the patrons will provide a swimming pool costing about $100,000, and an annex to the present Lincoln School plant, a part of which building will be used by the Lincoln Institute of School Experimentation.

Dr. Newlon, a graduate of Indiana State University, with a master's degree from Teachers College, 1914, and a degree of Doctor of Laws from the University of Denver, 1922, was a high school principal in cities in Indiana and Illinois, and superintendent of Lincoln, Nebraska, before his superintendency of Denver, 1920-1927.

In 1924-25 he was president of the National Education Association. In 1925 he was awarded the Butler silver medal. This medal is awarded annually in silver or bronze to the graduate of Columbia University in any of its parts, who has during the year preceding shown the most competence in philosophy or in education theory, practice, or administration. It was awarded to Dr. Newlon "in recognition of his creative work in the administration of the school in the city of Denver, particularly his leadership in scientific study and revision of the curriculum." Dr. Newlon was the first superintendent of schools to be awarded this distinction.

Department of Superintendence, Boston, February 25-March 1.

Massachusetts Superintendents

AMONG the many excellent creations of the Massachusetts State Department of Education under the skilful leadership of Dr. Payson Smith, State Commissioner of Education, none is more conspicuous for its vitality and virility than the annual group gatherings such as that of the state superintendents at Bridgewater on April 12-13-14. The social-acquaintance feature was one of the notable features of the three days. The superintendents were feasted adequately at the Normal Hall dining-room, more than two hundred of them for two breakfasts, two luncheons and two dinners. No language can convey any appreciable idea

What Is Your Professional I. Q.?

Answers on Page 526

31. With what University is Henry Van Dyke connected?
32. Who is Professor of Music of New York University?
33. Who is the President of the Kansas State College at Pittsburg?
34. Who is editor of American Year Book?
35. Who is the dean of the first Department of Hygiene in any University?
36. Who created the State Teachers' College of Kalamazoo?
37. Who is secretary and director of the Classroom Teachers' Department of the headquarters of the N. E. A.?
38. Who secured the gift of Riverbank Lodge to the Massachusetts Teachers Association?
39. Which is the Keystone State?
40. From what college was Henry W. Longfellow a graduate?

what these hours together at the tables signify professionally. The good-natured jollying of one another, always in different group comradeship, makes these leaders feel as though they had always known one another. This feature has aided greatly the marvelous stability of the position of superintendents in the state.

Aside from the notable leadership of members of the State Department and of outstanding superintendents in the state there were addresses by Mrs. Ella Lyman Cabot of Boston, Herbert C. Parsons, deputy commissioner of probation; Paul C. Stetson, superintendent, Dayton, Ohio; Dr. N. L. Engelhardt, Teachers College, Columbia University; John Adams, London (England) University. The cities represented on the program by superintendent or some associate were: Haverhill, Boston, Framingham, Auburn, Sutton, New Braintree, Warren, West Brookfield, Longmeadow, Hampden, Wilbraham, Ayer, Shirley, Boxford, West Springfield, North Adams, Norwood, Holyoke, Concord, Newton, Northbridge, Stoneham, Waltham, Somerville, Wellesley, Chelsea, Brookline, Ashburnham, Winchendon, Easthampton, Southampton, Westhampton, Granville, Sandisfield, Southwick, and Tolland.

It was an exceptional program with seven sessions wholly devoted to professional promotion, with such subjects: "The School Report," "Education Week," "Local, Social, and Civic Organizations," "Payment by Results in Education," "The Public School and Social Welfare," "Profit or Loss," "Juvenile Delinquency," "Social Service of Public Schools," "The Physically Handicapped," "Shifting the Emphasis in Education," "The Principalship," "Health Education," "Science in the Junior High Schools," "Art and Handwork," "Home Economics," "School Business Administration," "Improvement of Instruction," "Successful Supervision," "The Classroom Visit," "Teachers' Meetings," "Professional Study," "Records of Pupil-Progress," and "Monthly Bulletins."

Dr. Frederick L. Bogan has been elected president of the Boston School Board for the fourth successive term, which breaks all records.

Matzen and Taylor

DR. JOHN M. MATZEN, who retired from the state superintendency of Nebraska in January, had one of the longest terms of service of any state superintendent in Nebraska history. He was promoted from one of the best county superintendencies in the state by appointment when State Superintendent W. H. Clemons died on January 9, 1920. He is a man of affairs in a large business way as well as a devoted educational leader. We quote from a personal letter from a professional and personal friend: "By virtue of his office Mr. Matzen was secretary and executive officer of the State Board for Vocational Education. His co-operative spirit and constructive leadership, in a large measure, contributed to the success of vocational education in Nebraska. He has known how to assist in smoothing out difficulties and misunderstandings incident to adapting a comparatively new type of education to the already quite complex high school course of study."

Charles W. Taylor, who succeeds him, is from the faculty of the State University, the first man to go directly from the University to the state superintendency. He has had close relationship with vocational agriculture and home economics teachers, and is thoroughly familiar with all phases of the public school system of the state. He has entered upon his official career with a hearty reception from all school people.

School Library Association

THE meeting of the New England School Library Association at the Public Latin School of Boston (Pasteur Avenue) on Saturday, May 21, promises to be highly interesting.

Eugene Randolph Smith, principal of the Beaver Country Day School, Brookline, will speak on "The Inter-relationship of School Subjects and the Part the School Library Plays" in the forenoon. Luncheon will be served from 12 to 1.

In the afternoon Professor Charles Swain Thomas, Harvard Graduate School of Education, will speak on "Collateral Reading in English and the School Library." Teachers and others interested in education should attend this meeting. Those desiring luncheon are requested to advise Miss Burgess, librarian, at the school.

World Federation of Education Associations, Toronto, Canada, August 7-12.

California's Great Reform

NO MORE will the state superintendent of schools be elected by the people on a party ticket. No more will there be likelihood of a bitter feeling between the state superintendent and the State Board of Education. There will be a State Board of Education of ten members appointed by the Governor for a ten-year term, one retiring each year. There is to be a state director of education elected by the State Board of Education.

Belding's Page

EXTRATERRITORIALITY

A SCHOOL'S responsibility for day-to-day behavior of its pupils is sometimes thought to begin when the boy or the girl leaves home in the morning and to end only when he or she has turned into the home doorway at the close of the school day.

No school can possibly enforce its rules that far over those inclined to be unruly. Therefore the responsibility exists only in imagination.

Yet some principals not only accept such responsibility, but invite and proclaim it. This they do by telling their pupils what they must and must not do, and threatening penalties for disobedience to the rules.

No school should have rules it cannot expect to enforce in a reasonably large percentage of cases. A rule which is impossible of enforcement becomes a mockery. It tends to a condition of lawlessness in which the only rule is the breaking of rules on every possible occasion.

To illustrate: Suppose a public school or teacher were to promulgate a rule against pupils attending entertainments on any evenings but Friday and Saturday. The purpose would be laudable enough. But in order to enforce such a rule all the teachers would have to turn spies and themselves attend every local performance on the forbidden evenings. The end would come much nearer to accomplishment through securing the voluntary co-operation of parents, community leaders, and the pupils themselves.

EDUCATION'S OUTREACH

ONE of the most hopeful signs of the times is the growing disposition of the adult public to enroll in educational courses. Everywhere is apparent the desire for self-improvement. People are athirst for knowledge. Opportunities which were either denied to these folks while they were young or were neglected by them, now are eagerly sought at sacrifice of time and strength and money—though the money part of it is the least part.

Instruction has become available in response to demand. To some extent the instruction may have become available before there was much active demand for it. At any rate, any adult who is interested either in making up for the lost schooling of youth or in going on beyond high school or even college, can readily find ways of realizing that aspiration.

The crowning achievement in bringing education to adults has been and is the university extension movement. The modern university has not been content with training the youth within its doors and on its campus. It reaches out, through correspondence and by group organization, to those who were formerly supposed to be hopelessly contented in their outer darkness.

Democracy that is true democracy distributes not only the right and responsibility of government, but the privilege of enlightenment, without which political institutions themselves are exceedingly insecure and extremely imperfect.

Massachusetts has been one of the pioneers in university extension. The individual who has organized and guided the work on behalf of the Massachusetts Department of Education is James A. Moyer, director of the division of university extension since its establishment in 1916. To Mr. Moyer has recently come the deserved honor of election to the presidency of the National University Extension Association, which met at the University of North Carolina, and at the same session chose A. H. Yoder of North Dakota for vice-president and W. S. Bliner of Indiana for secretary-treasurer.

Substantial as is the progress made in adult education during the past dozen years, the future holds even greater possibilities along that line. Enrollment in extenston courses can and will be increased and multiplied.

Opportunities of schooling are by no means equalized throughout the United States, or throughout any one state. The thing will never be accomplished fully. But until it is more nearly attained than at present there should be no relaxation of effort in that direction.

The "little red schoolhouse" was painted that color because it was cheap and economical. A different idea has inspired modern communities in the erection of school buildings. The change is significant.

Sometimes the raw material upon which educators have to work is very raw indeed.

Anson W. Belding

Associate Editor.

P.S.—The writer of this page will be glad to hear from readers, in criticism or discussion of points here raised, or upon other educational matters which may be of timely interest.

Are Classroom Teachers Professional?

By WILLIAM ESTABROOK CHANCELLOR

Columbus, Ohio

THIS concerns some likeness and some differences that I have observed between the teachers of the higher institutions of learning and those engaged in the lower schools, so-called, though I have but little sympathy with any such geometric layout as the terms "higher" and "lower" imply. And this account is a mere line of notes without any attempt at philosophy or even logic.

First, the college and university teachers, those of the professional schools included, seem to have far deeper and closer personal friendships than have the teachers of high and elementary schools. A campus is run in cliques, some good and others not so good. These groups of friends number anywhere from three to eight or ten, and do not obey any rule of department relationships.

Close and lifelong friendships exist between men in entirely different lines, and even in cases where their homes are miles apart.

Two causes appear to be that tenure is much better in the higher institutions than in the lower, and that the professor has more free time than the high school teacher.

Second, the higher teachers know their subjects much better than do the high school and elementary teachers. It is unusual for a college teacher not to be in fact as well as in name "a specialist." Among the causes of this difference are that a much higher fraction of the college professors have independent incomes, which enable them to own private libraries, to operate home laboratories, and to travel freely; that the governing boards take greater care in selecting men; and that the college students make greater demands upon their teachers, thereby forcing them to keep on learning.

Third, in general, the men and women in higher education lead easier lives, are less frequently overworked, have more opportunities for social contacts, and are less marked by their occupation. This larger human nature with its greater openness of mind is especially marked in the men and women of middle age rather than in the men and women in early adult life, and in those who have become elderly. The old college professor has frequently become narrowed again. And on the other hand, the old high school teacher is frequently quite mellowed.

Fourth, of course, the proportion of men to women in college work is far higher than in high school work, and very different from that of the men and women in elementary schools. In general, college teaching is a man's occupation though even in schools with almost all men students in the universities, relatively more and more women are being employed. Masculinity of a kind rules in the colleges and the professional schools; it is slightly superior in the high schools; and has no place of importance in the elementary schools, which are controlled by femininity, though indignantly denied therein.

> **"The most cheerful fact that I have observed in American education is that nowhere and in no rank, so called, of the schools does private fortune or ancestry count at all as against personal merit of scholarship or of professional skill. In education, it matters not whether a man has Mayflower ancestry or none of record, or whether he has a fortune of a quarter of a million dollars by inheritance and is childless or is in poverty and debt unless through some serious fault of his own."**

Fifth, the technique of teaching grows steadily worse from kindergarten and primary on through grammar grades and high school into the college and out through the professional schools. In the higher ranges the technique is almost absent; any teaching goes. And in the college and graduate school there is no shame for being a poor teacher; indeed, it is almost merit to care nothing about how well one teaches.

I heard one famous professor say with great gusto: "Poor teacher, you say? Well, every real scientist is a poor teacher; we have no time for fancy tricks."

Per contra, I have been present at a very beautiful history lesson in a lower school in which all the points so dramatically and artistically developed were false history in content and in spirit. When I sadly remarked on this point an hour later and three miles away from

the scene, the city school superintendent replied: "Oh, well, it doesn't matter; the main thing is that the students should be interested and should acquire ideas by the right method."

At the time I was a college teacher of economics, and I felt ill at ease, and do so yet upon this point. But the fact remains that in general our lower teachers are artists in their work and that the higher teachers are butchers.

Sixth, the teachers of the lower schools—the high school included—have far more professional spirit than the teachers in the higher institutions. Indeed, the college professors in general have no professional spirit at all. Omit the teachers in schools of education, and not one man in ten in these higher fields cares anything about the profession of education. Many, indeed, the great majority view "education" as a non-existent figment of the fancy. (I use "education" here not in the sense of the process in the individual but in the sense of the societal institution in all grades.) Call a college professor—college presidents not included—an "educator" and look for a rebuke.

Seventh, cities and entire states differ very greatly in their social disposition toward teachers. It is not socially degrading to be a teacher in many parts of the land, but it is in some. It is socially elevating to be a teacher in a few cities. In some states college professors are looked upon with condescension by very many citizens. In general, however, all kinds and grades and ranks and classes of teachers are rising in social esteem. And likewise in general, the social prestige of the teacher runs about in line with the ages of the students in his charge; that is, the high school teacher socially outranks the elementary, and the university graduate professor outranks all lower teachers. Of course, this has no justification whatever in the nature of humanity; but it happens to be a fact.

It would be easy enough to make some comments upon the relative social ranking of the teachers in endowed colleges and those in state institutions, of those who teach the "liberal" subjects as compared with those teaching the "practical" subjects. Even in the highest—so-called "highest"—institutions, such as law and medicine and engineering, there are distinctions. That all such distinctions are un-American is obvious enough, that they are survivals of antique social conditions, some of them even antedating feudalism, does not destroy them; nothing but thought can do this; and one reason why I cite the fact is to help destroy it.

In England, a surgeon wholly outranks and eclipses a physician, and a landed farmer is a far higher man than a city merchant. When an American gets home again from overseas he laughs at this; but we Americans have almost as absurd fancies. In what American city is the dentist, however skilful, considered as socially just as eminent as a bank president? Look about for the facts. Yet in the hour of need, what a change of relationship!

Eighth, the most cheerful fact that I have observed in American education is that nowhere and in no rank, so-called, of the schools does private fortune or ancestry count at all as against personal merit of scholarship or of professional skill. In education, it matters not whether a man has Mayflower ancestry or none of record, or whether he has a fortune of a quarter of a million dollars by inheritance and is childless or is in poverty and debt unless through some serious fault of his own.

Education is a field in which what is commonly called "good character" is all-important; that requires no definition. A serious defect in character soon eliminates anyone from the actual classroom, whatever may be the case of officials in control, who are not included in this review. There is something in the very nature of youth that gives the acid test to the class teacher from the first years to the last. Youth loves sincerity and justice and faithfulness, kindness and all other good traits in adults.

It is in character that the teachers of all schools and kinds come together in one great reconciliation.

"Have you ever considered what the mere ability to read means? That it is the key which admits us to the whole world of thought and fancy and imagination? To the company of saint and sage, of the wisest and the wittiest, at their wisest and wittiest moments? That it enables us to see with the keenest eyes, hear with the finest ears, listen to the sweetest voices of all time? More than that, it annihilates time and space for us."—James Russell Lowell.

The Improvement of Instruction

By ANNIE C. WOODWARD

President, Massachusetts Teachers' Federation

MOST educators today recognize the need of smaller classes and individual attention; socialized recitations; visual aids through the use of the moving pictures, and intelligence tests, which offer a means of classifying students and helping them to discover their talents.

We should improve the economic and teaching conditions of the instructor. Good health is the first great need of the teacher. A teacher must be happy in order to do her best work and radiate a desirable influence.

Too many splendid men and women, competently trained for their work, and seemingly able to do it, are laboring under some physical handicap, really slight, and easily corrected, but not given attention.

An annual health examination would help one to correct errors, regulate his diet and exercise; and direct his daily living habits, so as to solve the health problem, and thereby improve the instruction given. The classroom is not the place for a sick or incapacitated teacher.

The Massachusetts Teachers Federation secures general health service at reduced rates, for any educator in our state. Encouragement should be given the teacher to keep physically fit, in order that he may give the true value of his personality to the class.

Teacher participation is certainly a thing which must come. The teacher must help, in determining the methods to be used in teaching his subject, the materials necessary to get the best possible results, as well as the content of the school's curriculum.

When a teacher enters a new school system she could be greatly aided by a standard instruction sheet, the creation of the teachers in the department or subject to be taught; it could embody the principles agreed upon, and include traditions which had made schools successful.

Supplementary material is essential. The need for a general school library with all that that means; department cabinets where books, pamphlets, magazines and reports pertaining to their work are kept. Individual files in the teachers' home rooms have also come rapidly into use. This reminds me of a story. A teacher in arithmetic said: "Joseph, suppose your mother made a cherry pie, and there were nine of you at table—your mother and father and seven children, how much of the pie would you get?" "An eighth," said Joseph. "No! No! Joseph. Pay attention. There are nine of you. Nine, remember. Don't you know your fractions?" "Yes," said Joseph, "I know my fractions, but I know my mother, too. She'd say she didn't want no pie."

I wonder how many teachers not only know their subjects, but know their pupils, too? Are there any pupils going to be left out in the teacher's reckoning?

Knowing pupils outside the classroom brings the teachers into a very necessary relationship in their ability to give the greatest amount of help. School activities offer opportunities to co-operate with pupils and parents. The idea of getting better acquainted will help to solve a large number of our problems. The extra-curricula meetings, concerts, entertainments and parent-teacher nights create and strengthen interest that carries over into the classroom.

Teachers visiting other classes in the same school building and rendering comments and judgments tends to improve instruction. I know one school where they have prepared a rating sheet for this purpose, with marking grades of excellent, good, medium, acceptable, and unsatisfactory.

Talks to teachers by teachers from other school systems and distant schools, on ways and means of obtaining results in teaching, have stimulating and vital effect because the exchanges come from those actually trying out the methods. It is double-fold in its purpose, because it helps those who receive and those who give. It is a wrong assumption that a teacher can be prepared for the business of teaching and then be released upon the world with no probability of further improvement in instruction during her professional career. She should have a constant active desire to be increasingly better able to cope with the problem of teaching, expressed while in service by her studying with our most progressive educational leaders, in as many different educational centres as possible.

There was a time in the medieval world when our forebears established a great principle in the medieval universities, which we know as the principle of "freedom to teach and freedom to learn." And there should never come a time when instruction should be so biased, or methods so dictated and supervised, as to lose genuine freedom of inquiry into the unknown, or into present pressing exigencies.

Our young people of today need a reorgani-

zation of our facts of education, in order that these facts may be used as the basis of a constructive emotional training. We need, not a lesser mastery of facts, but a greater wisdom, in teaching the spiritual significance of facts. Up to the present we have been but dimly aware of instruction as the liberator of individual potentialities. Now, however, we see clearly that instruction frees the soul. As I agree with Dr. Randall J. Condon, when he says that our ideals should be:—

"To reveal truth and beauty,
To develop intelligence and skill,
To inculcate social and civic ideals
For a broader and richer personal life.

"The common problem, yours, mine, everyone's,
Is not to fancy what were fair in life
Provided it could be, but, finding first what may be,
Then find how to make that fair, up to our means."

Objectionists vs. Opportunists

By CLARENCE E. HOWELL
Director of Junior Schools, Trenton, New Jersey

ARE we in danger of becoming a profession of fault-finders?

Observe the symptoms in almost any district or state professional meeting. By dint of much persuasion the program committee succeeds in getting some busy principal or superintendent to travel all night in that comfort which Mr. Dooley so aptly describes when he says: "An' now, whiniver I feel an overpowerin' hankerin' to thravel in a Pullman, I throw a five-dollar bill out've the window, stick a cinder in me eye, and go to sleep on the closet shelf!" Arrived at the meeting the speaker describes, as best he can, the inauguration and progress of the educational experiment which the program committee felt worthy of a hearing. Promptly upon his conclusion the anvil chorus begins, in both major and minor keys, and with infinite variations according to the manipulative skills of the performers.

From all sides all possible and impossible objections are raised and hurled at the speaker, or passed from mouth to mouth. If he holds his position, or retreats in good order, the one ultimate and unanswerable argument is: "Well, that may be all right in your school, but in my school it would never work. You see we have a peculiar situation," etc., etc., etc. (Formula copyrighted B.C. 711.)

After which the visiting speaker, having had his egotism and educational immaturity properly reprimanded, is free to return to his own country, surfeited by the warmth and enthusiasm of his sojourn in a strange land.

It is professionally proper that we should be trained to see faults, but there is a difference between the critical and analytical method of doing it. The former implies a harping upon the error committed, whereas the latter seeks merely to resolve the whole into its parts for detailed consideration. It is this scientific attitude of mind we need to cultivate. Perhaps we think we are using it when we promptly proceed to attack any new theory or practice brought to our attention, but frequently the fury of our charge takes on the elements of unrestrained destruction rather than orderly analysis.

What is your reaction to a new idea? Do you see in it possibilities; suggestions which you can adapt to your situation, or are you immediately on the defensive, throwing up this and that difficulty, picking this and that trivial flaw in a more or less frenzied effort to entrench yourself firmly in present practices? Are you one who instantly and instinctively raises objections, or are you one who sees opportunity written large in the experiences and suggestions of others?

Upon your thinking response to these questions depends your self-classification as an objectionist or an opportunist.

Teachers who attend summer sessions or professional study courses sometimes react after this same manner to the lectures they hear and the books they read. Some of them seem to take peculiar delight in proving to themselves, and to as many of their neighbors as will lend a willing ear, now hopelessly crazy the professor is and how the author of the textbook contradicts himself on every other page. One is sometimes led to wonder why these friends spend their good money and time in order to expose themselves to something to which previous inoculations, of one kind or another, seem to have rendered them immune. Perhaps a partial explanation is contained in the remark of a summer student who said of Teachers College: "I need my degree, but, really, you know, aside from that these people have nothing for me!"

Fortunately, we have a predominance of the other type of teacher, those who assiduously attend summer sessions, scan educational literature, and join study courses in order that they may get points of view at variance with their own, and from them be stimulated to broader and better accomplishments.

Administrators notice a great difference in the manner in which teachers receive sugges-

tions. It is easy to talk with some concerning their work; to analyze, to discuss, to suggest. There are others who seem to crawl into their shells at the least sign of approach, and from whose shock-resisting, self-justifying, self-perpetuating armor opportunity recoils in disarray. The same may be said about some principals, in fact even superintendents. It is difficult for all of us to keep our minds open, and to hear our work criticised without resentment. Yet that is exactly what we must train ourselves to do if we are to truly progress. Stagnation means decay, we must either move forward, slip backward, or fossilate where we are. No amount of voluble talking can deviate the inevitable, as the man realized who once said that when the tongue wags at the rate of 2,000 revolutions per minute the brain is in neutral.

Perhaps there is instinct back of our reaction to criticism; the instinct of self-preservation so strongly developed that we bristle up at any threat of attack. However, when this assumes the proportions of a barbed wire entanglement so intricate and far-flung that one cannot get within ear-shot of its owner, defence has been carried to the point of absurdity. Yet there are such people in the school business, altogether too many of them, people with whom you can never even reach the main point, so busy are they in erecting alibis against imagined criticisms they think you have made or about to make. Blessed be the teacher who can listen intelligently, discuss impersonally, and glean some good no matter how abundant the chaff.

Have you a mind-set favorable to suggestions? Are you an experimenter or a predigestitator? What is your habitual reaction when you hear about a new experiment in education, or when someone approaches you in an effort to stimulate professional growth? Do you rattle your quills and say: "It can't be done in my school," or "We've tried that and it proved a failure," or do you see in it an opportunity to adapt certain features to the improvement of your own situation, and to try again more intelligently and sympathetically? Your candid answer will indicate that you have either closed your educational apperceiving apparatus, or kept it open to broad-minded, constructive analysis.

Your personal attitude toward educational problems is the one most important factor in your professional life.

Objectives of the Junior High School

By HENRY KING
Kansas City, Missouri

WITH the present trend toward utilizing so many of the resources of the public schools to stimulate group consciousness in the minds of adolescents, the social studies may soon become the core of the Junior High School curriculum. Meanwhile, notwithstanding the many recent changes in presenting our social studies, we can still explore with the interest of an adventurer. Dr. Law of Springfield, Massachusetts, tersely expressed the changing conditions when he said: "The course of study won't stand still long enough to have its picture taken." But since the Junior High School and the vital teaching of civic studies are both but children in the educational family, we welcome this evidence of vitality, for static is deadly, and change a law of life.

In formulating our course of study let us consider the fusing of the social studies into a general course. It has been tacitly admitted that, in Junior High School, boundary lines separating subject matter should be very dim where, in the psychological life of the pupil, such lines do not exist. As evidence of this tacit admission, witness the pre-vocational instead of vocational plan; sewing and cooking have broadened into a study of clothing and foods, and these combined into a unit of homemaking; while both science and mathematics have been generalized.

In keeping with this trend would it not be as wise to break from the traditional, and generalize our social science subjects? As it is, we are striving to socialize our history—to humanize our geography. The best way to attain such strivings is to merge these ideas by teaching a composite course and not leave the information to be assembled by the pupil when he finds he must have a unified and coherent view.

Many citizens appear to have knowledge unsupported by right attitudes, judgments and ideals. Real knowledge must be expressed in conduct.

Dr. Strayer says: "Education is worth just the difference it makes in the activities of the individual who has been educated." Subjectively, we can get our citizenship through the regular classroom, but objectively, it must be caught and translated into conduct through a daily regimen of practice. A classroom of social service will meet such a need.

Personal and Professional

ANNE M. GODING, for more than a quarter of a century principal of the City Normal School, Washington, D.C., will retire from the principalship at the end of this school year. This is entirely voluntary on her part and is not because of age or ill-health. She has been in the city school system for forty-four years, in the City Normal School thirty-four years, and principal twenty-six years. No woman has been more genuinely professionally progressive than has Miss Goding. The Washington City Normal School is one of the few that have insisted upon retaining the old two-year course of training. Miss Goding has been crusading for a three-year course, which is to be established in September, and she feels that, as she would have to retire in a few years, she owes it to her successor to give an opportunity to establish the new courses.

—

ALLEN P. KEITH, superintendent, New Bedford, Massachusetts, issues one of the most scientifically illuminating bulletins we have seen. New Bedford is the sixth city in the state in population (119,539), seventh in average membership in school (17,346), fourth in valuation ($220,203,600), fifth in valuation per pupil ($12,724), eleventh in expenditure per pupil ($91.05). In local taxation thirty-sixth in the thirty-nine cities in the state ($6.54). There are 882 men and women who are learning to speak, read and write good English during their noon hour in the sixteen mills of the city. New Bedford leads every city in the United States in the number of adults in factory classes. The state examining physician gives New Bedford first place in posture work of the teaching corps.

—

IRA T. CHAPMAN, superintendent of Elizabeth, N.J., as we have recently said editorially, has as remarkable professional team work as any city we know, and as a result of Extension courses which his principals and teachers have taken in the last three years they have joined him in the preparation of a skilfully developed course of study of the kindergarten and elementary schools. The guiding spirit in all of the arrangements is Miss Isobel Davidson, director of elementary education. She says:—

"Purposes to be accomplished are more clearly defined in the minds of those who have applied fundamental educational principles in the selection of materials and methods. Glimpses of the unity and wholeness of both subject matter and child-life replace the fragmentary one-year view of subject matter and child-life which teachers usually have. It gives all teachers a feeling of freedom in criticising the outlines and forms a basis for co-operative effort in improving them.

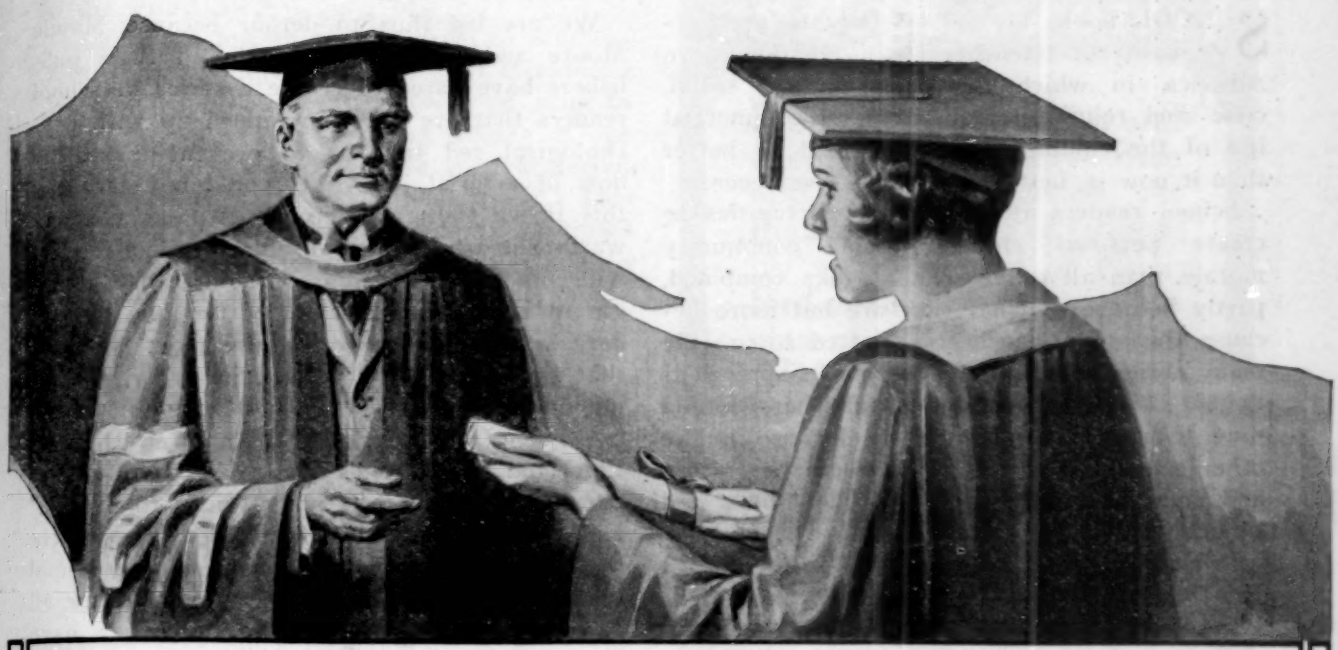
"Why we do what we do in teaching. What to choose from the vast field of subject matter to meet the social and mental needs of the learners. How to use the materials, or, what the teacher does with it, and what the children do with it. What results or changes desired in children. Where to find things."

—

MILDRED ENGLISH, assistant superintendent, Raleigh, North Carolina, has skilfully prepared "A Suggestive List of Activities of the Grades." She says: "Because a project or activity has been successfully developed by a third grade in one school is no reason why it will prove successful in every third grade. It is never wise to make use of 'ready-made' activities in the schoolroom. The activity should grow out of a natural situation. It is necessary to make use of the purposes advanced by the pupils themselves. The teacher will seldom, if ever, be able to plan in advance the particular projects that the class will undertake. One of the functions of the teacher in work of this type is to guide the pupils to select from among the many activities which appeal to them as valuable those which will lead to the highest levels of growth, and then to guide the children in developing the activity chosen so that right habits and attitudes as well as knowledge will result. By such guidance the child is kept from choosing superficial activities and at the same time is given an opportunity to do something in which he is genuinely interested. If we work in harmony with the learning process the child will be an active participant in planning and in carrying on the work of the school."

—

CHARLES B. BOYER, superintendent, Atlantic City, N.J., has few equals in the preparation of attractive school documents, and no city excels Atlantic City in professional enterprise in the publication of his material. His "Course of Study of Physical Education of the First Eight Grades," 292 pages; "A Course of Study of Primary Grades," all subjects, 140 pages, and "A Course of Study, Grammar Grades," 234 pages contain 666 pages of masterful, progressive scientific professional study of the needs of any up-to-date American school system. Superintendent Boyer is one of the most progressive advocates of professional democracy, and he has rare skill in the presentation of his activities.



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[See Book Page.]

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It begins to look as though "The Little Red Hen" had gone to roost; that the "candlestick" is no longer the only equipment in the gymnasium, and that the length of the line in a school reader is not of necessity to be of a length never seen elsewhere.

Seriously, school readers as a whole must present all varieties of science and sentiment, must create culture, must inspire love of art, must give the thrill of biography, and through all and above all appreciation of the literature that will be enjoyable through life.

We are led thus to detour because Maude Moore and Harry B. Wilson and their publishers have dared to create a series of school readers that are not so wrapped up with psychological red tape as to prevent a healthy flow of arterial joy. We would not dare say this if we thought there was to be a merry warfare in which the "all-alike" school readers will combine in a defensive Chinese-like struggle to hold the traditional battle line, but we dare say it because we believe most sincerely that this series of beautiful, inspiring, charming school readers of "Fairies from Fairyland," "A Peep Into Fairyland," "An Open Door to Fairyland," "A Child's Book of Fairy Games," "Rainbow Fairies," "Giving Wings to Words," and "Across the Rainbow Bridge" is merely the advance guard of various series of school readers through which children will enjoy all phases of literature that the immortals have created. This day and age should pass on to American life children who are to be the America of tomorrow, not the vocabulary of ages long gone, but in the language of today, in the school life of today, the spirit of the Fairies that is eternal.

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Letters of a Superintendent

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To the Principals:—

There are a few things in regard to administration that I desire to call to your attention.

It has come to my attention from time to time that pupils who have had trouble of one kind or another with a teacher are transferred to another teacher of the same grade. This should not be done except under exceptional circumstances, because it has a tendency to undermine the teacher's authority. It should never be done until after the teacher principally interested is consulted. It should never be done on a pupil's request unless the conditions are very much out of the ordinary. To transfer a pupil who has defied his teacher or who has refused to do his work properly will surely have a bad effect on the pupil.

I have noticed a tendency in some buildings on the part of some teachers to criticise pupils for talking during basement periods, etc. I can't see very much objection to allowing the pupils to communicate with one another. I do not want to make a ruling on this point because it comes within the provision of the principal, but I suggest that you consider the question of whether or not there is too much repression of children in the school buildings. There can be order without silence. Certainly it seems strange that two or several teachers will carry on a conversation and have it interrupted by one of their own number who drops out of the conversation in order to tell the children that they must not talk.

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Philosophy of the Recent Past

RALPH BARTON PERRY, professor of Philosophy, Harvard University, since 1914, has rendered teachers and interested laymen the best service of any writer about philosophy and philosophers since 1860. His book on "Philosophy of the Recent Past" clarifies the philosophical atmosphere of America as influenced by European philosophy as it has been done nowhere else.

Americans did little thinking along philosophical lines until after the Civil War. Until after the creation of the American Republic all vigorous thinking was on questions involving the relation of the Colonies to the Mother Country, and with the creation of the Federal Government those responsible for this creation did their important thinking on vital questions of social, civic, and industrial adjustments of the colonists to one another.

This adjustment became more and more hazardous until after 1840, when for a quarter of a century it was more and more tragic. Not until intense thought could be liberated from the conflict of sections was there any significant philosophical thinking.

As by magic Americans were liberated from the tragedy of sectional issues and were concerned chiefly with economic relations with Europeans and something entirely new in European philosophy, and American thought was vigorously grappling with evolution, and the clearing thinking was led by scientists, Asa Gray, the most famous botanist of the New World, and Louis Agassiz, the most eminent geologist and biologist. Every ambitious thinker went above Gray and Agassiz to Herbert Spencer and Hegel.

Ralph Barton Perry makes it as interesting as it is important to trace clearly the transscendentalism of Emerson and his associates, the Hegelianism of William T. Harris, Howison and Josiah Royce; the pragmatism of William James, and the ardent democracy of John Dewey.

Here is a history of philosophic thought in America in its relation to relatively modern European leadership which every student of education will enjoy reading and through this reading have a first-hand knowledge of the rise and fall of American philosophers.

Character Chats

By JOSEPH B. EGAN, A. M.

Stone Walls

I HAVE a sloping spot in my backyard that I wish to turn into a garden. It becomes necessary for me to build a stone wall across the lower end. I suppose I could have hired a man, told him just what I wanted done, paid the bill and so have become the owner of a stone wall. But I preferred to build that stone wall myself. I wanted to place one stone on the other and watch the wall grow. I wanted stones of a certain shape and size and of various colors, and I wanted to go out with a wheelbarrow and collect them myself.

I started that wall several weeks ago and I am still building it. Every day in the cool of the morning or as evening comes I collect the stones that I cement together. As the result of the little work I do every day, the wall is slowly growing into the shape I desire. When it is finished it will be my wall, for it will represent a thought which I have brought into being and worked out in stone. No one could have gone up and touched the thought I had. That was hidden away in my head, but anybody can go up and touch the wall, for it is made of stones. Behind everything any person does there is some kind of thought. Behind worthy things, worthy thoughts; behind evil things, evil thoughts.

Our thoughts build us up out of nothingness. They determine our whole lives, whether we are to be clean or unclean; careless or careful; irritable or patient; disagreeable or lovable; criminals or decent citizens.

We may not realize it but we are building stones walls for ourselves all the time. These walls run down through our lives from the cradle to the grave. The stones are the daily deeds we do. Some are as beautiful as diamonds; some crumbling like clay; some harsh and jagged of edge and unsightly to the eye. Whatever we do goes into our wall, either to hem us in and shut us away from the light of God's love and the friendship of our fellow men or set our lives off as bowers of beauty where order reigns and loveliness grows up and blossoms, and birds of happiness sing and build their nests.

I imagine there is one spectator who stands in the highway and watches us build our walls, noting each stone we select and the care with which we lay it in place; and I imagine He wants us to build a noble wall, and that He rejoices when we shun the poor stones and pick out the ones of good color and shape, even though we have to trundle our wheelbarrow far afield to find them.

We can tell, you and I, whether we are building a good wall or a bad one. There is a subtle something in our hearts which saddens whenever a bad stone is set in place and rejoices whenever a good one beautifies the wall. Let us look at the day that has just passed. Is there a bad stone set in that section of the wall? If there is, can we ever take it out? I fear not. Once set in place no stone can ever be removed. The best we can do is to so surround it with lovely stones that its ugliness is lost in the general beauty.

Best wishes for a happy day and a wheelbarrow full of splendid stones at the end of the day's work.

Faith

WHEN a farmer goes forth in the morning to work in his fields he carries in his hands the tools that he will need. He labors all the day, resting now and then under the shade of a friendly tree, and at night goes slowly homeward, his feet dragging through weariness of the labor he has done. To the last glance of his backward eye the green things across his acres appear no larger than they were when the day dawned. The rising in the early hours, the tramping forward in the dew, the carried tools, the hardened hands, and the sweating brow have all been silent testimony of a great faith within the soul of the farmer that the harvest follows where toil has led the way. The slow stages by which the wheat rises from the seed to the green stalk and the golden sheaf do not discourage the silent faith that orders the life of him who toils daily in the fields.

Without the faith man has in man the nations of the earth would blow into wild disorder like white sand sifted by the wind. Without the faith man has in nature the weed would conquer all the tillage of the earth; the fruit trees would cease to bear their gifts; the animals that labor would run wild, and nature, stern and unrelenting, would establish savagery in the very homes of men.

Without the faith man has in himself there would be no growth up out of the earth and the passions of the earth to the bright fields

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of love and peace where each man struggles for the right because he struggles for the happy things somewhere dwelling in his better self.

Without the faith man has in God there would be no hope and no looking forward to the wide realms where the soul lives on forever. Everything in life must come by slow growth even as the wheat rises, first the seed, then the stalk, then the golden grain, repeating the great circle of life itself. Because man has faith that the circle always will return into itself, even as men unto God, he has prospered and grown great in matters not only of the world but of the soul.

Dandelions

THE other day as I stood looking at the first yellow dandelion a little brown bee buzzed by and lit on the golden surface of the flower. "What a delightful place," I thought, "to eat one's dinner." The little bee was of the same mind, for he was very busy for a long time. At last he rose up and flew to another golden banquet table. What a happy life he must live on sunny days, flying from flower to flower, sipping the nectar and carrying it away to the common storehouse in the hive. I think the bee is engaged in a very pleasant business. We may all learn a lesson from his industry and thrift, which in many ways are the two foundation qualities for all success.

The bee spends all his time producing one of nature's greatest delicacies. His path of duty lies in pleasant places. He has learned the great truth that good comes from good, so he seeks out the fairest blossoms in order that he may be able to make the sweetest honey.

How wise that person is who picks out a life-work that is noble and worth while. From the day he begins to work at it until his death his task throws him into contact with splendid things. Each day adds a little joy or a little success to the sum total of his life. He may think, as he toils, that he is working for himself or family, but he is mistaken; he is working for the world. He is storing up, through his energy and thrift, a little golden honey for all mankind. Just think what the millions of hard-working human beings who have labored and died all down the centuries have added to the welfare of you and me. Each one of them has donated his bit to his own special brand of knowledge. From one hive of thinkers came by slow degree the development of electricity; from another, the steam engine; from another, the fine arts; from another, literature; from another mathematics, and so on.

Just what hive of human energy we are going to work for is the serious question facing all of us at some time or other. Let us in deciding remember this: All hives are worthy of the best that is in us; all are necessary; all add joy and comfort to present and future life; all are honorable; all require but one quality for success —hard work—orderly work—happy work. In whatever hive you toil, be a busy bee.

Seeds

YESTERDAY a little girl in one of the fifth grades came up to me and said: "I have some flower seeds. I want you to plant them in your new garden." Of course, I accepted them, and with them the sweet smile and the kindly wish that went with them. I shall plant these seeds in a special place where the sun is warm and the soil rich and black. In due time the seeds will become sturdy plants and blossoms will peep out of the green leaves like happy faces. Very often, as I go by, I shall see these flowers and then this thought will come to me, what a difference the little girl has made in my garden. How those blossoms brighten the earth and fill it with pleasant odors!

What is true of a garden of earth and flowers is more than true of a garden of spirit and thoughtful deeds. How much happier we would all be if each one of us said to someone near us each day: "Here is a choice seed for your garden. I want you to plant it. Perhaps some day it will blossom and remind you of me."

There is such a variety of fine seeds that none of us need be without a pocketful all the time. There are thoughtful acts around the home before we come to school that will leave mother with a smile of happiness on her face; there are kindly deeds on the way to school that will brighten eyes and bring forth happy words; there are seeds of carefulness in crossing streets and seeds of looking after little ones who are on their way to school and seeds of cleanliness that scatter sunshine in the places where we are, and for the teacher, a very choice seed, cherished all over the world for the beauty of its blossoms—the seed of good conduct.

Hunting for Ugliness

YESTERDAY I went hunting for ugliness It is quite a long walk from the station to my home and all along the way I looked for nothing but ugliness. I glanced at a misshapen birch tree that hung over a bank. It spoke of strength and struggle against many storms. It had a wild, rugged beauty about it. One could see at a glance that it had made the very best use of a poor location.

I saw a beetle crawl across the path. I could find no ugliness there. Its hard black shell was clean and glossy, and so beautifully carved that a jeweler might have used it for an expensive brooch.

I turned over a stone and a long red worm drew himself silently but with wonderful grace into a hole in the earth. There was no ugliness there. The long pencil-like body exactly suited the conditions under which the worm lived. Some people might have shuddered at the sight, but I could see nothing but a perfect blending of life into a peculiar environment.

I went further and saw an old apple tree, bent down and broken by the weight of years, the heavy winter's snow and the strong winds. The tree was dead except for a few shoots here and there that still found strength to bear leaves. On one shoot was a cluster of pink blossoms. Against the red-violet of the rugged trunk these blossoms seemed like exquisite cameos carved by a master hand. Here was life against death. Beauty in spite of decay. A bright blossoming hope in the face of gray despair. The sight was so beautiful, so full of meaning that I stood a long time and studied it.

Then I rounded a corner, and came on the backyard of a great house. People of means lived there. In that backyard was ugliness; a litter of paper in a corner of the fence; an overturned ashbarrel; a wreck that was once a hen-house, disorder, dirt, lack of care, plain ugliness.

So I had to come from the woods where God lives and cares for things to the place where man lives and cares for things to find ugliness. This thought impressed me: What a wonderful spirit God must be when he has the whole world to care for, and millions of worlds besides, and everything in all the worlds, and yet so orders, so plants, so tends day and night, and finally so harvests, that nowhere can man find ugliness until he, himself, comes on the scene, and brings it with him. If there is beauty in the cool woods and across the fields and up the slopes of the purple-misted hills; and there is beauty in the drifting cloud, and the first evening star, and in all the spaces over which man has no control, then God must love beauty, for He has made nothing else; and since He loves beauty He must search for it in our souls as He searches for it in the leagues of the sea and the pastures of the land.

I imagine if God finds pleasure in the glint from a beetle's back, He must find joy in every soul that is radiant with the loveliness of pure and noble thoughts.

Why Schools prefer the

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EDUCATION IN ACTION

South Carolina Teachers Keen For Improvement

Zeal for high professional standards on the part of teachers in South Carolina was shown by enrollment last summer for special study of 2,454 teachers in seven summer schools conducted in the state, and in Asheville, N. C., and at the University of Virginia, according to the Bureau of Education. In addition 2,425 teachers were enrolled in the thirty-two study centres fostered by the extension division of Winthrop College, Rock Hill, South Carolina.

Russian Prodigy Professor at 18

A mathematical marvel, a youth of eighteen, has been appointed a full professor at the University of Tashkent, Russia. His name is Nicholas Nazaroff. He applied for admission at the Moscow University when he was ten years old, but the authorities refused to accept his enrollment. In a special examination, however, he convinced them of his fitness, and he graduated with a summa cum laude degree, the highest attainable honors when he was only fourteen years old.

Filipinos Using More English

Decline of the Spanish tongue in the Philippine Islands is the fault of Spaniards themselves, Don Luis de Oteyza, Spanish writer and journalist, declared recently after extensive travel over the islands. "English is now so woven into the warp and woof of Filipino life that only a miracle can destroy it," he said. The decline of the language which brought the Filipinos "virtually all the Occidental culture they had before Americans came on the scene, to say nothing of the tongue in which their religion was communicated to them," is due to the fact, he said, that the Spanish "failed to do in 300 years what the Americans have done in less than thirty."

Negro School May Be Moved

Dr. Albert C. Barnes has declared he will establish a new national negro educational centre to replace the Barnes Foundation at Merion, Pa., a suburb of Philadelphia, and remove the foundation to New York, because of the proposed construction of a row of dwelling houses adjoining his property. Writing to the Merion township commissioners, Dr. Barnes declared that the new building will ultimately result in bringing the slums next door to his foundation, and "spoil the ideal he has been twenty years in realizing." The negro institution would be under the guidance of the National Urban League, the leaders of which are of both white and black races, Dr. Barnes said. The league is subsidized by the Rockefeller, Carnegie and Sage Foundations for furthering harmonious relations between the two races.

Holyoke Women Win Equal Pay Campaign

A long pressed demand for equal pay for equal work on the part of the woman teachers in the high school of Holyoke, Mass., was recently rewarded when the school committee agreed to their demands. A ruling was adopted whereby teachers performing the same functions as men teachers will receive the same pay scale, the total increase in the school budget amounting to some $4,000. Possession of a college degree will aid in reaching the maximum salary offered for a particular teaching position, and yearly increases in pay are provided for all classifications in the teaching force.

District School Is a Back Number

"The district school" is passing from the scene of American educational activities to be superseded by a more centralized system of control, the Bureau of Education has concluded as the result of study of administration of schools in the various states. The once-common unit, with its local board of trustees in full charge of school property, choice and salary of teachers and the curriculum of the school, the Bureau's investigators stated, has had to give way to a larger unit made necessary for school taxation purposes.

College Head Hits High School Methods

That the large number of failures in colleges and universities today can be charged directly to the modern system of education employed in high and preparatory schools throughout the country is asserted by President S. S. Baker of Washington and Jefferson University. Dr. Baker's comment was prompted by the large number of failures, especially among freshmen at the college at the close of the first semester. "There is not sufficient attention given to college preparatory work in high school organization and it has become quite fashionable, indeed, to ridicule college rules and requirements, and this is done even at high school commencements," he said.

"Sleeping on the Job" Pays College Expenses

Climbing the ladder toward the goal of success may not be accomplished for the average youth by "sleeping on the job." Yet two students at the University of Texas are doing just that, as a means of meeting their university expenses. An old law on the statute books of Texas provides that two men must sleep in the State Treasury every night. A tradition has grown up that university boys should benefit by this job; so the problem of working one's way through school is simplified for Edward Winston and Sam Wheeler.

Filene Points to Schools' Fault

Students in most commercial schools are being prepared for small jobs and not executive positions, Edward A. Filene, president of the William Filene's Sons Company department store, Boston, Mass., declared recently. He said that if the present educational classes continue in business houses the commercial schools will lose prestige, and many eventually will close. He explained that the courses conducted by business houses and factories included such subjects as psychology, principles of salesmanship, and even English and business arithmetic, as well as all technical requirements of the business. "Workers who want to advance in modern industry and business will require a greater concentration of training in scientific principles than students apparently are now getting," he asserted.

Plans Better Education For Japanese Girls

The Japanese Imperial Household Department at the wish of the Empress has ordered Miss Shizuko Takeda, a former teacher of the Empress, to leave for America and Europe early in July to study modern methods of women's education. The Empress has expressed herself as desirous of advancing the educational standards for girls in Japan. Miss Takeda will first visit the United States. She expects to spend about a year here. She will then proceed to Europe and return to Japan at the end of two years.

Tennessee State Aid Given to York Institute

The State of Tennessee has backed the school for mountain boys and girls founded by Sergeant Alvin C. York, hero of the World War, with an appropriation of $145,000. The bill providing this fund has been signed by Governor Austin Peay. It establishes a state commission to aid Sergeant York in this work. Plans for the completion of the school buildings are being drawn, while the school already is in operation in temporary quarters. Known as the Alvin C. York Agricultural Institute, it is located at Jamestown, Tenn., in the heart of the Cumberland mountains. Its purpose is to teach the boys and girls practical trades that will help them to better their condition.

Curiosity of Boy Asset for Success

Boys with a "curiosity complex" are more likely to succeed than boys not mentally alert and observant, according to Donald Sneddon, assistant professor of psychology at the Cooper Union Institute of Technology. The boy who has picked up a general knowledge about the structure of bridges, automobiles, street cars, telephones, and the like, stands a good chance, other things being equal, to pass the required intelligence tests for admission to the Institute of Technology, Professor Sneddon said. "Intelligence, thorough high school training and interest in their work are the three factors necessary for the success of engineering students," he declared.

Many Indiana Co-Eds Are Self-Supporting

One-fifth, or 286 of the co-eds at Indiana University are self-supporting, according to the employment bureau at the office of the dean of women. It was found the same number of co-eds are working this semester as last, with about the same enrollment. Of the women at DePauw University, ten per cent. are self-supporting, and at Butler, thirty per cent.

Mexico Spurs Rural School Officials

In an effort to make the rural school system of Mexico a harmonious machine, with all elements working toward the education of the masses, the Department of Indigenous Culture, a dependency of the Secretariat of Public Education, has sent to all inspectors of instruction of rural schools a resolution pointing out the aims of the department and detailing the duties of the inspectors. The resolution adopted by the department is divided into five sections, some outstanding points of which follow: 1, Inspectors should constantly better their understanding of their work. 2. They should seek the co-operation of the community. 3. Inspectors must learn with their own hands, doing construction work themselves, to be expert farmers, the best prepared teachers and the most inspired patriots. 4. Inspectors must be enthusiastic about their work and must provoke professional betterment of teachers under them. 5. They should instill patriotism in the individual by bettering his material, economic and social condition.."

Schools Near Arctic Opened

Samoyed children in the wastes of northern Siberia are getting their first taste of schooling at the hands of soviet teachers. The Samoyeds are sparsely scattered from the Altai mountains to the Arctic ocean and have little written language, but their spoken language resembles the Finnish. Most of the Samoyeds are hunters and fishermen in the basin of the Ob and Yenisee rivers, but in the fifth century they are supposed to have been prosperous farmers in districts of the Altai mountains, where immense irrigation canals were in operation before the Turks overran southern Siberia and drove the farmers out.

Teacher Placement In California

Teacher placement in California for the 4,265 teachers who availed themselves of this service during 1925 cost approximately $90,912, according to a study recently made by L. P. Farris, principal, Alexander Hamilton Junior High School, Oakland. This is an average of about $21.31 for each teacher placed. Thirty teacher-placing agencies are maintained in the state, eighteen of which are maintained by educational institutions for the benefit of their graduates and students and twelve by commercial concerns. About 3,000 more teachers registered for placement during 1925 than during the preceding year. For placement through commercial agencies the approximate average cost of teachers was $58; through the California Teachers' Association, approximately $29; and through educational institutions, only $3, says a Department of the Interior statement.

Student Gives Impressions Of "Floating University"

A London reporter who asked one of the men students on the "Floating University" for his impressions of the trip, quotes him in the following extraordinary language: "We've hiked all over the high seas and we've been jolly busy collecting hotel stickers for our bags and knowledge for the lump behind our horn-rims. Sure, we've got going good and plenty on the educational stuff, but I took the biggest bite out of the sightseeing. Say! When I saw the Taj Mahal at Agra I thought I could never look on a New York skyscraper without getting dyspepsia. And, oh boy! The Acropolis at Athens lifted my hat right off."

Teachers Offered Hygiene Course

In order to promote health habits among the mass of the people, the Bureau of Health Education of Chile has organized a correspondence course in hygiene, intended especially for primary-school teachers.

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Graduates' Dresses To Be "Home Product"

To stimulate interest in the consumption of home products and do their share toward aiding the city's textile industry, girls of New Bedford, Mass., high school's graduating class will wear white organdy dresses at graduation in June made from cotton cloth woven in local mills.

Co-Education Rare In France

Co-education is having a hard time in France. Where there are higher educational institutions for the two sexes in one city, the two schools begin and end their vacations on different days to prevent the men and women traveling together. Segregation is the rule in the government system, until the university is reached. Recently women in Paris were admitted to the highest Normal School, after years of effort. In a girls' school, when a male professor conducts a course, a woman inspector must remain in the room.

Fathers Protest College Auto Ban

A surprising number of fathers protest when colleges restrict use of automobiles by students, according to Professor C. J. Tilden, of Yale University. "Many fathers consider the use of an automobile by their sons to be a distinct social asset," he explained.

Modern College Not for Lincoln

Abraham Lincoln, Thomas Jefferson, Benjamin Franklin and Grover Cleveland would never have received degrees from modern American universities in the opinion of Professor Walter L. Whittlesey of the politics faculty of Princeton University. "It is not very likely that Lincoln would have come to college today," Professor Whittlesey said, "for his class was too far down the social scale and the cost would have been prohibitive. Moreover a mind like his would have outrun all bounds and been unwelcome in the average university."

Have One Pair Pants, Take Turns at School

Two brothers in a rural community near Waurika, Okla., are pupils in the same school, but they never attend on the same day. When neither appeared one day an investigation revealed that the boys had only one pair of pants fit for school wear. They had been taking turns. Then one of the boys fell into a mudhole while wearing the pants, and it took all day to dry them, so they both had to stay at home.

TREND OF THE TIMES

GLACIER TONGUES in the Canadian Rocky Mountains have shown a more pronounced retreat in recent years than previously, according to the Smithsonian Institution. By a comparison with measurements of the Lyell Glacier made in 1858, it was found that the glacier's tongue had receded 340 yards, an average of five yards annually. Since 1922 the tongue of the Freshfield Glacier has withdrawn 110 yards, an average of twenty-eight yards a year.

FORTY YEARS have been spent in taking a single picture and it is not yet completed. Forty years ago eighteen world-wide observatories agreed to undertake the work of photographing the sky. At the present time there are nineteen observatories on the list, and of these all but four were among the original workers, but only a few have completed their shares. The number of charts necessary to cover the whole sky is considerably over 20,000 and each of these 20,000 plates is exposed three times.

ILLINOIS FARMERS must find a market for an extra 6,500,000 bushels of corn and 12,000,000 bushels of oats as a result of the substitution of tractors for horses and mules and the consequent drop in the number of work animals on farms of the state, it was pointed out by E. T. Robbins, livestock extension specialist of the University of Illinois College of Agriculture.

AMERICAN CAPITAL invested in foreign countries during the first quarter of 1927 totaled more than $360,000,000, exceeding by seventy-two per cent. investments of the same kind during the first quarter of 1926. This development is contrary to numerous predictions made at the beginning of the year that the volume of new foreign loans would dwindle during 1927.

RUMANIAN CENSUS is to be conducted with honesty. A government decree provides imprisonment and fines for subjects giving false data. The only exception to the decree against falsifying is in the case of women who declare themselves younger than they actually are. No fine or prison term will be levied upon them.

FRENCH BEGGARS have a "Manual for the Use of Beggars" to instruct them in the art of mendicancy. Most of the chapters are devoted to technical instruction, such as how to operate at baptisms, marriages, funerals and the methods of attracting sympathetic attention. There is instruction in how to seem blind, simulation of certain ailments, faking suicide attempts and the concealment of legs or arms for displacement by false ones.

BRAZILIAN WEDDINGS, as well as funerals, are public functions. Officials arrive before the hour and open all the doors and windows of the home, indicating the ceremony is open to the public. A long procession from the home of the bride to the church is an important part of the ceremony. The longer the procession the wealthier the bride or bridegroom. The same is true with funerals.

CITY PAWNSHOPS of Paris, with accommodations for 200 cars, have been obliged, for the last six months, to turn away an average of two cars every day that are offered as security for temporary loans. Paul Maze, secretary of the Paris Mont de Piete, as the municipal pawnshop is known, said that the transactions are steadily increasing so that they may be obliged to reject from ten to twenty cars daily.

EUROPEAN CORN borer—a little worm one inch in length—has caused farmers in the United States crop losses totaling millions of dollars. To fight this pest, which infested New England in 1917 and steadily spread south and westward, the government this year will spend $10,000,000. The campaign to eradicate the corn borer is probably the greatest ever undertaken against an agriculture pest.

SUFFICIENT ENERGY already has been generated to maintain the present rate of solar radiation for about fifteen trillion years longer, recently declared Charles G. Abbott, director of the Astro-Physical Observatory of the Smithsonian Institution, in reply to the theory that the sun is burning itself out.

FAR NORTH has been invaded by the soda fountain and cafeteria. At Fort Smith, on the northern edge of Alberta, the local hotelkeeper has installed a lunch counter with bright burnished nickel trimmings, straws, colored pops, ice cream and all the rest. Now hardy Arctic traders and trappers can get hot tamales, real hot dogs, coffee and tea. Even the Indian braves who occasionally have to make a repast on moccasins and dog harness take kindly to the innovation.

The BOOK TABLE

LITERATURE IN THE JUNIOR HIGH SCHOOL. Book Two. By Emma Miller Bolenius, with Drawings by Mabel Betsy Hill. Cloth. 684 pages. Boston, New York, Chicago, San Francisco: Houghton Mifflin Company.

If there were no other virtue in the Junior High School than the creation of Junior High School literary selections it would justify the modification of the old style eight-four grading. When we think back only a few years when there was no thought of adapting selections for reading to the age or interests of children and then run the eye through a book of "Literature in the Junior High School" we can but wonder why *we* did not think of such a classification.

The Bolenius "Literature for Junior High Schools" classifies hundreds of choice selections as "Travel and Adventure," "Seekers of America," "History of Literature," "Neighborhood Ideals," "Nature," "The World of Industry," "Humor," and "Our Literary Heritage."

Each of these is divided into "Pleasure Reading" and "Study Reading." Take as a sample "The World of Industry." For pleasure reading are "Work" by Angela Morgan, "The Big Drays" by Edmund Leamy, "The Round Corral" by Knibbs, "Log of a Cowboy" by Andy Adams, and "The Building of the Ship" by Longfellow.

Then follow selections for study: "What Business Really Is" by W. Cameron Forbes, "The Telephone" by Joseph Husband, "The Artist Raphael" by Estelle M. Hurll, "Scenes in a Coal Mine," by Joseph Husband, and "Choosing a Vocation" by Frank Parsons.

HANDWRITING FOR THE BROAD-EDGE PEN. By Frances M. Moore. Two Books each for Grades One and Two. One Book each for Grades from Three to Eight. Boston, New York and Chicago: Ginn and Company.

This series of copy books is something entirely new in modern penmanship.

The avowed purpose of this series of copybooks is to aid in the restoration of the standard of excellence in handwriting which prevailed when the "art of writing" was no mere idle phrase. Before the invention of printing handwriting was a far more important tool than it is today, and its technique was, of necessity, far better understood. When not only records, accounts, and letters, but every book had to be written by hand, speed and legibility were essential, and the beauty of the formal "book hands" fixed the standard for all writing. With the invention of printing, the art of the copyist lost its importance, men no longer had the "book hand" as a criterion, and handwriting steadily deteriorated until today the average hand is not only unsightly, but illegible.

It is claimed for the broad-edge pen writing that it is more beautiful, can be written more quickly, is easier to learn.

SONGS FOR CHILDREN. By Laura Bryant, director of Music in the Public Schools of Ithaca, N.Y. Illustrated by Eunice Holmes Stephenson, Ruth M. Hallock and Winifield Bramhall. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

Singing in Ithaca schools is widely appreciated and Miss Bryant's leadership has a scientific background and an artistic inspiration. Her "Songs for Children" has the interest of children in their singing always in mind and the songs appeal to the children naturally.

DESIGNING WITH WILD FLOWERS. A Textbook of Practical Methods for Teachers and Students. By Nettie S. Smith, supervisor of Art, Smith Centre, Kansas. Cloth. 104 pages, 8 by 10 inches. Color Plates.

This is a practical book, which puts into concrete expression the principles of design as applied to nature. The material contained in the book is simple enough for elementary study; other problems and suggestions of a more difficult nature follow. The method in which the work is outlined tends to develop originality and good taste in the selection of designs.

As a most delightful guide for teachers and students, "Designing With Wild Flowers" sounds a new note for originality and development of helpful design and teaching material. The examples emphasized are simple enough for elementary study. Sufficient variety and difficulty is introduced to carry the student as far as his ability will allow. The training suggested will develop taste and ability to recognize quality in the selections to be made through life.

The book is beautifully illustrated with thirty-two plates, and is divided into three parts. Part One covers chapters on Making Balanced Design Units, Conventionalization with a Mirror, Design Application, Torn Paper, Squares, Stars, and Rosettes, Brush Work—Batik Simplified, Tonal Values, Color, Adapting Photographs for Decoration, and the Geometric Basis. Part Two contains a calendar for the year, which is prepared to assist the teacher in planning work for each month, various seasons, and the holidays. Part Three, additional Plant Drawing.

THE MOORE-WILSON READERS. First grade: Book One, "The Rainbow Fairies," 133 pages; Book Two, "Fairy Helpers," 148 pages; Phonic Book One, "A Peep Into Fairyland," 146 pages. Second grade: Second Reader, "From Fairyland," 235 pages; Phonic Book Two, "An Open Door to Fairyland," 152 pages. Third grade: Third Reader, "Across the Rainbow Bridge," 278 pages; Phonic Book Three, "Giving Wings to Words," 203 pages. Fourth grade: Fourth Reader, "Father Time's Gift," 399 pages. Fifth grade: Fifth Reader, "The Progress of Time." Sixth grade: Sixth Reader, "A Review of Time." Authors, Maude Moore and Harry B. Wilson. Illustrations by Dorothy Rittenhouse Morgan and Sarah E. DeFrehen. New York, Boston, Chicago, San Francisco, Dallas, Atlanta, London: D. C. Heath and Company, publishers. (See editorial in this issue.)

Books Received

"What's Wrong with American Education." By David Snedden.—"Social Problems of the Family." By Ernest R. Groves. Philadelphia, Pa.: J. B. Lippincott Company.

"Junior High School Mathematics: Eighth Year." By Harry C. Barber. Boston: Houghton Mifflin Company.

"The New Everyday Arithmetic." First Book, Second Book, Third Book. By Franklin S. Hoyt and Harriet E. Peet. Boston: Houghton Mifflin Company.

"A Guide to Thinking." By Olin Templin and Anna McCracken. Garden City, New York: Doubleday, Page and Company.

"Teachers' Manual to Social Arithmetic." Book I. By Frank M. McMurry and C. Beverly Benson.—"My Life with the Eskimos." By Vilhjalmur Stefansson. — "The American Year Book, 1926." By Albert B. Hart and William M. Schuyler.—"Fear." By John Rathbone Oliver. New York: The Macmillan Company.

"Outward Bound." By Randall J. Condon.—"Toy Town." By Etta Austin Blaisdell. Boston: Little, Brown and Company.

"The Gateway to English." Part III. By H. A. Treble and G. H. Vallins. New York: Oxford University Press.

"The Conduct of Physical Activities." In Elementary and High Schools. By Wilbur P. Bowen, M. S. —"Measuring Motor Ability." By David K. Brace. New York: A. S. Barnes and Company.

"Intermediate Typewriting Studies." By William E. Harned.—"Latin for Today." By Mason D. Gray and Thornton Jenkins.—"Psychology of Elementary School Subjects." By Homer B. Reed. Boston: Ginn and Company.

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Clerk—"Mennen's?"

Woman—"No, wimmen's."

Clerk—"Do you want it scented?"

Woman—"No, I'll take it with me."

Dog-gone!

Seeing a little chap coming down the street the other morning crying bitterly, I stopped him, saying: "What is the trouble, sonny?" and he replied: "I lost my dog."

Just then I spied a daschund a short distance away, so I said: "Oh, look, is that your dog?"

The little fellow, looking at him curiously, finally answered: "No; my dog's two ends are closer together."

Exactly

There was once a certain teacher who believed that a deep and profound reverence for home was a thing that all her pupils should be made to feel.

"Who can give me a definition of home?" she asked the class one day.

There was a distinct silence. It could almost be felt.

"Surely," continued the teacher, "surely some of you must have an idea."

A small boy stood up.

"Home," he answered, "is the building which usually stands in front of the garage."

Rest For Everybody

"I can assure you, madam," said the doctor, "there is nothing wrong with you. All you need is rest."

"But just look at the state of my tongue," said the lady.

"Yes, madam," replied the doctor, "it needs a rest, too."

His Preference

"Which would yez rather be in, Pat—an explosion or a collision?" asked Mike.

"In a collision," replied Pat.

"Why?"

"Because in a collision, there yez are; but in an explosion, where are yez?"

All Working

The class had been having a lesson on prominent men of the day. After the lesson the teacher asked the children individually to name the prominent person they would most like to see.

Some said President Coolidge, others Charlie Chaplin, and many of them mentioned famous athletes.

After a time one small boy shouted: "Please, miss, I'd rather see my father's boss."

"Well," replied the teacher, "I should hardly think one would class him as a prominent man, but let's hear why you would like to see him."

"Because," was the answer, "I've heard father say his boss has got 200 hands."—Minneapolis Tribune.

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JOURNAL MAIL BAG

Scientific Measurement in Education

Editor, Journal of Education:—

Dr. Charles H. Judd of the School of Education of Chicago University, who is considered the leading scientific educator in this country, in addressing the assembled teachers of the District of Columbia in the large auditorium of the Central High School in Washington, on the evening of March 28, said:—

"The industrial revolution which took place in the United States about 1880, due to the influence of coal and iron, marked the period when men began to be dominated by machinery and registered a marked change in the educational ideals and procedure from then on."

Tracing the various changes that have taken place in American educational thought since the time of Horace Mann in 1840-70, a somewhat static period, Dr. Judd told of the rise of the high school movement and twenty years later of the feeble beginnings of the United States Bureau of Education. It was in 1890 that the Bureau began to collect figures showing the number of teachers and pupils and other vital information necessary for the beginning of a scientific study of education. "Some conception of the educational level of that day may be inferred when it is stated that the average amount of schooling of the citizen was 582 days.

"On all normal schools in one year at about 1890, the magnificent total of $202,000 was spent—hardly enough to start one normal school today. The rapid changes due to industrial expansion soon necessitated a change in the internal organization of the schools. Previously the slow, easy-going methods, or lack of them, characteristic of an agrarian population had to give way to the demands for a more systematic consideration.

"The National Education Association was born and one of the first acts was the appointment of the Committee of Ten, which attempted to define the units of instruction, to bring order out of chaos and to lay down the basis of a national, though unofficial, system of education. The Committee of Fifteen came into existence in 1895, and it dealt with the elementary situation. The first thing it attacked was arithmetic. G. Stanley Hall and John Dewey were members of that committee, and were harsh in their denunciation of the rigid and silly formalism that then prevailed. Then 'investigations' began, led by an outsider, J. M. Rice, the editor of the Forum magazine, who traveled around to different schools obtaining permission to give a list of spelling words to the pupils and check the results. As a result, he read a paper entitled 'The Futility of the Spelling Grind' to a group of superintendents in 1897, in which he showed that in the schools where only fifteen minutes daily were devoted to spelling, the results were as good as where forty-five minutes were devoted. Mr. Rice obtained permission to give tests in arithmetic, and the same paradox was discovered. A few of the more intelligent pedagogs began to open their eyes, and in 1903 Rice was invited to address the Department of Superintendence of the N.E.A."

Dr. Judd went on briefly to describe the modern methods of psychological study of the child in the laboratory, a field in which he is the recognized pioneer and leader, telling of the photographing of the minute movements of the eye in adding up a column of figures, recording exactly what the child does.

Henry Flury.
Eastern High School,
Washington, D. C.

Answers to "What Is Your Professional I. Q.?"

[Questions are on page 506.]

31. Princeton.
32. Hollis Dann.
33. W. A. Brandenburg.
34. Albert Bushnell Hart.
35. Thomas D. Wood of Columbia University.
36. Dwight B. Waldo.
37. Agnes Winn.
38. Cora Bigelow.
39. Pennsylvania.
40. Bowdoin College.

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Meetings To Be Held

MAY.

14: New England Modern Language Association: Michael S. Donlan, Dorchester H. S. for Boys, Boston, Mass.; Boston, Mass.

21-28: National Congress of Parents and Teachers: A. C. Watkins, 1201 16th St. N. W. Washington, D. C.; Oakland. California.

JUNE.

28: American Library Association, Carl H. Milam, 86 East Randolph St., Chicago, Ill.; Toronto, Ontario.

JULY.

3-8: National Education Association, Seattle, Washington.

5-7: School Garden Association of America: Emilie Yunkers, Louisville, Ky.: Seattle, Washington.

AUGUST.

7-12: World Federation of Education Associations, Toronto, Canada.

SEPTEMBER.

6-9: Massachusetts State Normal School Teachers Association: Grace Fickett, State Normal School, Westfield, Mass.; Bridgewater, Mass.

26-October 1: National Safety Council: William H. Cameron, 108 East Ohio Street, Chicago, Illinois; Chicago, Illinois.

OCTOBER.

3-7: Playground and Recreation Association of America: Howard S. Braucher, 315 Fourth Avenue, New York City; Memphis, Tennessee.

12-14: Wyoming State Teachers Association: B. H. McIntosh, Cheyenne H. S., Cheyenne, Wyo.; Cheyenne, Wyo.

13-15: Vermont Women Teachers Club: Thelma L. Hoyt, Burlington, Vt.; Burlington, Vt.

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